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ABSTRACT

Two main problems were examined in this study: Does the providing of a direct formalized feedback experience to group participants accelerate their learning thereby producing greater changes in attitude and behavior? Does the group counseling experience produce a change in the participants' attitude and behavior? To measure behavioral and attitudinal change, the Interpersonal Perception Scale (IPS) was developed. It was constructed to measure behavior as it is rated by other group members and attitude as it is rated by the individual. The Tennessee Self-Concept Scale (TSCS) was the second instrument used to measure attitude. All subjects received a classroom lecture for two hours and then divided into four discussion groups for one hour. The subjects were randomly assigned to the discussion groups and the experimental treatment of direct formalized feedback was randomly assigned to two of these groups: All groups were given a pre-test during their second meeting and a post-test during their twelfth meeting. The authors concluded that the use of a direct formalized feedback technique in groups of this type produced behavioral changes which can be observed by other group participants. (Author)

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SUMMARY

Two main problems were examined in this study: Does the providing of a direct formalized feedback experience to group participants accelerate their learning thereby producing greater changes in attitude and behavior? Does the group counseling experience produce a change in the participants' attitude and behavior?

To measure behavioral and attitudinal change, the Interpersonal Perception Scale (IPS) was developed. It was constructed to measure behavior as it is rated by other group members and attitude as it is rated by the individual. The Tennessee Self-Concept Scale (TSCS) was the second instrument used to measure attitude.

Graduate students enrolled in a required course in group processes were used in this study. All subjects received a classroom lecture for two hours and then divided into four discussion groups for one hour. The subjects were randomly assigned to the discussion groups and the experimental treatment of direct formalized feedback was randomly assigned to two of these groups.

All groups were given a pre-test during their second meeting and a post-test during their twelfth meeting. The experimental group (N=20) received the direct formalized feedback of the other group members rating of their behavior on the pre-testing of the IPS during their fourth meeting and the control group (N=20) received no information about the pre-testing.

A significant difference between the experimental and control groups was found on the post-test measures of behavior. No meaningfully significant difference was found on the measures of attitude.

No significant difference was found on the measures of behavior from pre-testing to post-testing of the total group. Two attitude measures showed a significant change: the individual's rating of himself on the IPS and the physical self score (a sub-test score on the TSCS).

The authors concluded that the use of a direct formalized feedback technique in groups of this type produced behavioral changes which can be observed by the other group participants. However, attitude as measured by the IPS and the TSCS does not change as a result of receiving the direct formalized feedback.

Although an attitude change from pre-testing to post-testing on the IPS was found, it should be interpreted with caution due to the questionable validity of this measure. The significant change in physical self indicates that the group experience altered the participants' view of his body and physical appearance in a positive direction.

The authors recommended that the direct feedback technique be used to expedite behavioral change in this type of group, that the IPS be used to measure behavioral change, and that the relationship between the successful group participant (as measured by the IPS) and the successful counselor be established.

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

Many counselor educators have observed that a program focusing on cognitive development alone is not sufficient preparation for the personal relationship required of a counselor. One of the issues concerning the training and certification of counselors which has received a great deal of attention is the use of only content oriented course requirements. In order to fulfill the need for the personal development of the student, some counselor training programs have used group counseling and others have used individual personal counseling. Since the use of groups is a more efficient use of staff time and may be more relevant to the types of skills which should be developed, groups will be examined in this study. Group counseling of this type is usually organized to provide an opportunity for the individual to participate in a self-examining and self-assessing experience. More specifically, their purpose is to provide an individual with the opportunity to examine his behavior, the behavior of others, and to experience directly the effect that his behavior has on others as he interacts with them in groups.

One of the problems in the utilization of groups for this purpose seems to be the long period of time required before group members begin the process of self-examination. By examining a method of providing feedback which was designed to decrease this nonproductive period in group training, this study attempts to offer a solution to this problem. The authors take the position that the quantification of the feedback which an individual received in the group experience was important in facilitating the development of the individual and the group. The dimensions of behavior which a counselor trainee should examine in their group experience were specified and a method of providing the individual with quantified information about his behavior as it is appraised by other group members was developed and utilized. By providing feedback information to some groups and not providing it to others, the effect of this type of information was examined. In addition, the total group receiving the group counseling was examined as the change at the end of group participation was of interest to this study.

The objective evaluation of group counseling has been another area of concern to counselor educators who are using this type of training with their students. The

measurement of interpersonal skills has always been a very difficult problem; and, the measurement techniques presently used in this area have not proven satisfactory. Therefore, a tool for the measurement of the development of interpersonal skills in group training was undertaken as a major part of this study. The three areas which this instrument is designed to measure are: (1) the individual's accuracy in perceiving the behavior of other individuals in the group, (2) the accuracy of the other group members in perceiving the behavior of an individual in the group, and (3) the discrepancy between the individual's rating of his average behavior and his behavior as he would like it to be ideally. If this measurement technique is found useful in practice, it will provide a valuable tool for further work in this area.

Three disadvantages of using the instrument developed to meet the needs of this study should be noted: (1) it is not a standardized instrument, (2) it gives only one score and does not provide a multilevel measure of personality, and (3) it does not provide a norm group which could be used for comparison. To compensate for these disadvantages, the authors used the Tennessee Self-Concept Scale which provides (1) a standardized set of items, (2) a total score and thirteen sub-test scores, and (3) a norm group which could be used for comparison.

II PROBLEM AND OBJECTIVES

Statement of the Problem. The two main problems which this study will examine are stated as follows:

Does the providing of a direct formalized feedback experience to group participants accelerate their learning thereby producing a greater change in attitude and behavior?

Does the group counseling experience produce a change in the participants' attitude and behavior?

Statement of Objectives. The objectives of this study are:

To assess if there is a difference between the means of the scores listed below for the experimental and control groups on the post-test:

(1) Perceived Score which indicates the discrepancy between the way an individual perceives his behavior and the way it is perceived by others.

(2) Perceiving Score which indicates the discrepancy between the way others perceive an individual's behavior and the way the individual perceives it.

(3) Self-Ideal Score which indicates the discrepancy between the way an individual rated his behavior and the way he rated his behavior as-he-would-like-it-to-be-ideally.

(4) Self-Concept as measured by the thirteen sub-test scores and the total score on the Tennessee Self-Concept Scale.

To assess if there is a difference between the pre-test to post-test means of the scores for the total group on the:

(5) Perceived Score which indicates the discrepancy between the way an individual perceives his behavior and the way it is perceived by others.

(6) Perceiving Score which indicates the discrepancy between the way others perceive an individual's behavior and the way the individual perceives it.

(7) Self-Ideal Score which indicates the discrepancy between the way an individual rated his behavior and the way he rated his behavior as-he-would-like-it-to-be-ideally.

(8) Self-Concept as measured by the thirteen sub-test scores and the total score on the Tennessee Self-Concept Scale.

III. ASSUMPTIONS

The following assumptions were made in the course of developing this study and constructing the instrument for assessing changes resulting from group training.

(1) That the personal development of a counselor is a necessary part of his training.

(2) That a training program aimed at increasing self-understanding can effectively be accomplished through the use of groups.

(3) That three conditions are a prerequisite for behavioral change to take place in an individual as a result of the group experience: the groups provide the individual with information about his behavior, the individual receives this information and allows it to motivate him to change, and the groups provide a psychological safe climate which promotes change.

(4) That the process of self-examination will lead to an attitude change which will precipitate a behavioral change.

(5) That the individual accurately reports his reaction to the behavior of the individual being rated.

(6) That the individual will demonstrate any behavioral change to the group and that it will be observed by the group members.

(7) That the groups ratings of behavioral changes are a valid measure of the change which has taken place in the individual.

(8) That the individual's ratings of the changes that have taken place in his behavior during group training are a valid measure of this change.

(9) That an individual's description of his behavior on a rating scale is an accurate description of the behavior that he is trying to demonstrate to others.

IV. DEFINITIONS

Terms used in this paper will be defined in this section.

Group training refers to a group which is designed to provide the individual with an opportunity to examine his behavior, the behavior of others, and the effect that his behavior has on others with whom he interacts in the group setting. This kind of group has been referred to in the literature as basic encounter groups, sensitivity groups, and T-groups (or training groups).

Feedback refers to any information that the individual receives about his behavior from others.

Direct feedback technique refers to providing the individual group member with a summary of the groups' ratings of his behavior as it was recorded on the Interpersonal Perception Scale during the first group meeting.

Self-assessment refers to the process whereby the individual examines his attitudes and behavior.

Self-examination is used synonymously with self-assessment.

Self-understanding is used to indicate an awareness of the attitudes one holds and the attitudes that one's behavior precipitates in others with whom one interacts.

Interpersonal skills refers to the behavior which an individual uses as he interacts with others in group sessions.

Perceived Score is calculated from the responses to the Interpersonal Perception Scale. It represents how accurately an individual's behavior was perceived by the other group members.

Perceiving Score is calculated from the responses to the Interpersonal Perception Scale. It represents how accurately an individual perceived the behavior of the other group members.

Self-Ideal Score is calculated from the responses to the Interpersonal Perception Scale. It represents dissatisfaction with the self as it is and the self as the individual would like it to be ideally.

V. OVERVIEW

The next chapter, Chapter II, reviews the pertinent literature on the use of group techniques to develop self-understanding, the use of feedback, the measuring instruments, and the theory of behavioral and attitudinal change as a result of group participation. Chapter III describes the sample, treatment, procedures, hypotheses, and analysis used in the study. In Chapter IV the analysis of the data and the testing of the hypotheses are presented. The final chapter, Chapter V, includes a summary of the study, conclusions, and recommendations.

CHAPTER 11

REVIEW OF THE LITERATURE

Four sections are included in the review of the literature. Part one examines the use of group techniques to develop self-understanding in counselor trainees. Part two examines the use of feedback as an aid to learning. Part three presents the rationale involved in the development of the measuring instruments. And, the final section proposes a theory to account for the behavioral and attitudinal change which takes place during group training.

I. THE USE OF GROUP TECHNIQUES TO DEVELOP SELF-UNDERSTANDING

As indicated in Chapter I, one of the basic assumptions of this study is that groups are an appropriate method of developing self-understanding. The review of the literature relative to this assumption includes the following parts: (1) the need for self-understanding in the counselor's training program, (2) the use of group techniques in developing self-understanding, and (3) the use of group techniques in counselor training programs.

The need for self-understanding in the counselor's training program. The need for the counselor to understand his emotional needs and drives before he can enter into a helping relationship with another has appeared many times in the counselor education literature. The Ethical Standards of the American Personnel and Guidance Association makes the following recommendation in the section on the preparation of counselors:

The training program should aim to develop in the trainee not only skills and knowledge, but also self-understanding.¹

The 1962 report of the Commission on Guidance in American Schools,² which is referred to as a blueprint for school counseling and school counselors that reaches into the next decade

¹"Ethical Standards American Personnel and Guidance Association," Personnel and Guidance Journal, XL (October, 1961), p. 209.

²C. Gilbert Wrenn, The Counselor in a Changing World, (Washington: The American Personnel and Guidance Association, 1962), p. 168.

or more, discusses the psychological growth of the counselor in training. The commission concluded that, although this is not part of the official curriculum, it should become an integral part of the training program. The counselor must understand himself before he can effectively help others.

Appell³ and Arbuckle⁴ present very similar arguments for developing the counselor as a person. They indicate that counselors sometimes learn what their instructors feel they should be and they learn to do what their instructors feel they should do. However, this has little value in the actual counseling relationship because the counselor is trying to emulate another and is not reacting as the person he is. If the counselor is not aware of his own emotional needs, he cannot be sensitive to the emotional needs of the counsellee. This is very detrimental to the counseling relationship because the client reacts to the counseling interview as it is and the counselor, who does not understand himself, reacts to the interview as he thinks it is or as he would like it to be. The counselor who does not understand himself is very limited in his ability to help others.

The use of group techniques in developing self-understanding. Group counseling has been aimed at remediation, preventive techniques, analyzing group processes, and increasing self-understanding. This section of the review of the literature will focus on the use of group techniques to develop self-understanding with an emphasis on college age groups.

Burke and Bennis⁵ studied the perceptual change in members of a human relations training group (T-group) which met during the summer of 1958 at the National Training Laboratory in Bethal, Maine. Using a Group Semantic Differential which was rated three ways: (1) the way I actually am in this T-group, (2) the way I would like to be in this T-group, and (3) the behavior of other group members as

³Morey L. Appell, "Self-Understanding for the Guidance Counselor," The Personnel and Guidance Journal, XLII (October, 1963), p. 148.

⁴Dugald S. Arbuckle, "The Self of the Counselor," The Personnel and Guidance Journal, XLIV (April, 1966), p. 808.

⁵Richard L. Burke and Warren G. Bennis, "Changes in Perception of Self and Others During Human Relations Training," Human Relations, XIV, (Spring, 1961), pp. 165-182.

observed in this T-group, they found that group participants became more satisfied with their perception of self and moved in the direction of their ideal at the end of training. In addition, they became more congruent in their perception of others, and began to see others as these individual see themselves.

Zimet and Fine⁶ studied the behavioral change in a group of school administrators following a group experience where one group was given a content oriented course and the other group was conducted in a manner similar to client-centered therapy. The results of their study indicate that given a nonthreatening group experience, individuals can explore and begin to see themselves as others perceive them.

Grater⁷ studied the hypothesis that the experiences in a group situation can increase an individual's understanding of himself and make significant changes in the individual's attitudes towards himself. The assumption that the attitude towards the self and the attitude toward others are dependent functions, leads him to his second hypothesis, experiences in a group can result in significant changes toward a generalized other person. He found a significant reduction in discrepancy between the ideal and the real self, but the hypothesized reduction in the discrepancy between the ideal self and the generalized other person was not found.

It may be concluded from the literature reviewed in this section that positive outcomes are a result of group training. It should be noted, however, that the use of different measurement techniques makes comparison difficult. Therefore, the significance of the studies reported here should be interpreted with caution.

The use of group techniques in counselor training programs. Some counselor training programs have reported on their use of group techniques to develop the prospective counselor as a

⁶Carl Zimet and Harold Fine, "Personality Changes With a Group Therapeutic Experience in a Human Relations Seminar," Journal of Abnormal and Social Psychology, LI (July, 1955), p. 73.

⁷Harry Grater, "Changes in Self and Other Attitudes in a Leadership Training Group," The Personnel and Guidance Journal, XXXVII (January, 1959), pp. 493-496.

person. Bonney and Gazda⁸ propose that the best method of forcing the counselor in training to examine himself and develop an increase in self-understanding is to require that he participate in group counseling as part of his training program. Using twenty-four enrollees in an advanced NDEA Counseling Institute, who agreed to participate as a client in group counseling before they were chosen to participate in the institute, found a clearly positive reaction to the experience of group counseling in the following areas: understanding of interpersonal dynamics, understanding of how others perceive you, understanding of how others react to you, learning of new interpersonal roles, concept of self, professional relationships with colleagues, and professional relationships with clients.

Axelsson⁹ used group counseling to increase understanding and sensitivity towards the needs of others and concluded that there is an association between empathic perception and (1) the number of hours spent in small group participation and (2) the type of behavior being perceived.

Gazda and Ohlsen¹⁰ used group counseling as an adjunct to a group guidance and principles of counseling course taught to prospective counselors attending summer school. They concluded that short-term group counseling is not effective in improving the mental health of essentially normal individuals. They noted, however, that the instruments used to assess changes in mental health might not be sensitive in detecting changes in the adjustment of the essentially normal individuals.

The statistical results of the studies reviewed in this section are not encouraging in that they have failed to provide evidence of the value of group counseling as a

⁸Warren C. Bonney and George Gazda, "Group Counseling Experiences: Reactions by Counselor Candidates," Counselor Education and Supervision, V (Summer, 1966), p. 210.

⁹John A. Axelsson, "Relationship of Counselor Candidates' Empathic Perception and Rapport in Small Group Interaction," Counselor Education and Supervision, VI (Summer, 1967), p. 291.

¹⁰George Gazda and Merle Ohlsen, "The Effects of Short-Term Group Counseling on Prospective Counselors," The Personnel and Guidance Journal, XXXIX (April, 1961), p. 638.

technique for increasing the self-understanding of counselors in training. However, impressionistic and questionnaires data indicate that this approach has merit. The lack of adequate measurement and an appropriate method of evaluating change seems to be the most serious limitation of the research which has been done in this area.

Summary. The review of the literature has (1) pointed to the need for a self-understanding experience as a part of the counselor's training, (2) shown that group techniques have and can be used to accomplish this type of training, and (3) reviewed group counseling programs which have been used in the training of counselors. Group techniques have been used and seem to be effective in developing an increase in self-understanding.

II. THE USE OF FEEDBACK

The term, feedback, is used to refer to information which an individual receives about his behavior from others. Methods of providing this type of information are reviewed in this section. First, several types of procedures for giving feedback of information are reviewed and, then, the feedback of rating scale information is examined.

Feedback of information to individuals. Jenkins¹¹ discussed the role of feedback in developing the process of self-examination in training groups. He enumerated several important types of information which the group needs about itself, three of these are pertinent to this discussion. First, the group needs to know the goals toward which they are working. Second, the group as a whole needs to know their rate of progress toward achieving these goals. And, finally, individual group members need to appraise their contributions to the groups' goals so that they know their individual rate of progress. The more information the group receives about its development the more able it will be to initiate the necessary adjustments to make it a productive group. When the group receives this feedback of information, it can recognize clearly the need to act and the nature of the change which is demanded in the situation.

¹¹David H. Jenkins, "Feedback and Group Self-Evaluation," Selected Readings Series--One--Group Development (Washington: National Education Association, 1961), p. 84.

By providing feedback to groups through non-participating observers, Jenkins found that the group became more productive. These observers provided feedback thus producing a type of self-correcting device for the group. An increase in the self-examination of individual group members and the productivity of the group resulted.

Blake, Mouton, and Fruchter¹² utilized leaderless groups to analyze the psychological dimensions of the group experience. A factor analysis of the scales they developed showed three factors operating: cohesion, group accomplishment, and group development feedback. The authors note that the group development feedback is usually not provided for by a direct formalized experience and it, therefore, occurs outside of the formal meetings of most groups. They recommend this factor be included in group training to increase the efficiency of the group.

Feedback of rating scale information. Malouf studied the effect of giving direct feedback information to groups of eleventh grade students who volunteered for a self-development training group. He examined the question:

Can comprehensive, direct feedback as represented by members' ratings of each other, be incorporated effectively into group sessions, fostering positive interpersonal feelings among the individual members within the group?¹³

His groups met for nine two hour sessions over a three month period. Ratings on four scales were made at the conclusion of each meeting, and they were returned to the group member who was rated at the beginning of the following meeting.

The scales used in this study were: (1) extent to which you can empathize with and accept the person; extent to which you feel that you understand each other and communicate, (2) extent to which the person irritates, annoys,

¹²Robert R. Black, Jane S. Mouton, and Benjamin Fruchter, "A Factor Analysis of Training Group Behavior," The Journal of Social Psychology, LVIII (March, 1962), p. 123.

¹³Phelon J. Malouf, "Direct Feedback: Helpful or Destructive in Group Counseling?" The School Counselor, XV (May, 1968), p. 390.

angers, and displeases you, (3) extent to which you admire and like the person; extent to which you feel friendly and warm toward him and (4) extent to which you feel resentfulness and resistance toward the person; extent to which you find it difficult to accept his ideas. The ratings on these scales ranged from 1 for low or very little to 7 for high or very much. Summing these scales and the ratings per individual the authors found that the mean of the ratings of the total group tended to increase as the number of meetings increased. The difference between the mean of the scales at the first group meeting and the mean of the scales at the final group meeting was significant at the .01 level.

Summary. This section reviewed studies which used feedback as a method of increasing the learning of individuals in training groups. Although they use different measures to evaluate the effect of feedback, their treatment variable, there is agreement that the providing of a formalized direct feedback experience facilitates the learning of individuals and of groups.

III. THE MEASURING INSTRUMENTS

This section reviews the literature pertinent to the development and use of the measuring instruments employed in this study. The summated rating scale used as a self-inventory measure and as an observational method is examined first. Then the development of the Interpersonal Perception Scale (IPS) is discussed. The scoring of the IPS is then explained and illustrated. Finally, the use of the Tennessee Self Concept Scale as a measure of attitude is examined.

The summated rating scale. A measuring instrument using the summated rating scale technique typically presents the subject with a list of statements to which he is asked to respond. The response categories are usually limited to five steps ranging from strongly disagree to strongly agree.

In discussing the characteristics of the summated rating scale or the Likert-scale, Kerlinger¹⁴ notes two important characteristics. First, the set of scale items are

¹⁴Fred N. Kerlinger, Fundamentals of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1966), p. 484.

assumed to have equal attitude value. The individuals responding to these items can, therefore, be scaled by summing or averaging their responses. Second, the summated rating scale allows for the expression of the intensity of the attitude by permitting the individual to respond from strongly disagree to strongly agree thus greater variance can be recorded. However, this variance can also be the result of a response-set which is defined as a tendency to use certain types of responses.

Nunnally¹⁵ feels that the summative scales constitutes in general, the best approach to the scaling of attitudes which the individual will verbalize. While other scaling methods have been found useful in the scaling of stimuli, the summative scaling model is the one most generally useful in the scaling of people with respect to psychological traits.

The summative rating scale seemed an appropriate choice to develop as the measurement technique in this study. Since this scale was constructed as a self-description of group participants and also as a method of describing the behavior of the other group members, the use of the summative rating scale for these two purposes will be examined.

Self-inventory measures. When an individual is presented a rating scale and asked to describe himself, this is referred to as a self-inventory measure. According to Nunnally¹⁶ this is the most frequently employed approach to personality measurement. One of the main problems encountered in using this method to measure personality traits is that the final results tend to be dominated by a general factor of social desirability. Social desirability is referred to as the tendency to say good rather than bad things about one's self.

An additional problem with the self-inventory is the factor of semantic interpretation. What meaning does the scale item communicate to the individual doing the rating?

¹⁵Jum Nunnally, Psychometric Theory. (New York: McGraw-Hill Book Company, 1967), p. 72.

¹⁶Jum Nunnally, Psychometric Theory. (New York: McGraw-Hill Book Company, 1967), p. 481.

Nunnally presents the following illustration of this by analyzing the problems an individual encounters in responding to the item: Do you usually lead the discussion in group situations?

First, the individual must decide what is meant by "group situations." Does this pertain to family settings as well as to groups found outside the home? Does it pertain only to formal groups, such as clubs and business groups, or does it also apply to informal group situations? Second, the subject must decide what is meant by "lead." Does this mean to speak the most, make the best points, or to have the last say? Third, the subject must decide what is meant by "usually." Does that mean nearly all the time, most of the time, or at least half the time?¹⁷

Despite the limitations of the self-inventory, they continue to play an important part in research today. They are easier to construct and are usually as valid as measures done by other approaches. It was, therefore, decided to use the self-inventory in this study to measure the personality traits as they are perceived by the individual participants.

Observational methods. When an individual is asked to describe someone else rather than himself on a rating scale, this is referred to as an observational rating scale. Here the instrument is used to make a behavioral observation and infer the psychological traits of another individual. It is obvious that the validity of this scaling technique is completely at the mercy of the observer. When the observer is required to rate a general personality trait, as he is in this study, the judgments are usually highly subjective. Therefore, both validity and reliability tend to be low.

The measurement problems encountered when an individual is asked to fill out a self-inventory for someone else are similar to those of the self-inventory method. First, observational ratings tend to be dominated by a factor similar

¹⁷Jum Nunnally, Psychometric Theory, (New York: McGraw-Hill Book Company, 1967), p. 481.

to the social desirability factor in the self-inventory. Nunnally,¹⁸ refers to this factor as "other-desirability" and defines it as the tendency to say good or bad things about people in general. Despite the limitations of the observational method they provide an economical method of obtaining information about the personality characteristics of the person being observed. The factor of other desirability can be controlled somewhat by having more than one person observe the behavior of an individual. The observational method, was, therefore, chosen as the method of obtaining information about the effect that an individual's behavior has on others in the groups being examined in this study.

The development of the Interpersonal Perception Scale (IPS). This section will discuss the rationale behind the development of the Interpersonal Perception Scale which is referred to as IPS. A copy of this instrument is included in Appendix A of this paper. It was constructed to meet certain requirements of this particular study. Since this instrument was to be used with a special type of group (i.e. graduate students in counselor education) and since this instrument was to be used for the direct feedback technique, the IPS was constructed to make the goal obvious to the individual completing the rating. The instrument was designed to measure the individual's behavior in a given area as he assesses it, and as it is assessed by others who know him through the group interaction. No attempt was made to tap deeper levels of personality development with this instrument. Several sources were used in constructing the scales on this form.

One, was Truax¹⁹ who presents considerable research evidence to support his theory that the central therapeutic ingredients are: accurate empathy, nonpossessive warmth, and genuineness. He has constructed a scale of items which can be administered to a client to measure the extent to which these ingredients were present in the counseling relationship. Several of the 141 items on this scale were modified and included in this instrument.

¹⁸Jun Nunnally, Psychometric Theory, (New York: McGraw-Hill Book Company, 1967), p. 486.

¹⁹Charles B. Truax and Robert Carkhuff, Toward Effective Counseling and Psychotherapy: Training and Practice, (Chicago: Aldin Publishing Company, 1967), pp. 74-79.

The Interview Rating Scale developed by Anderson and Anderson²⁰ to obtain the client's rating of the counselor was also carefully examined. The factor analysis of this scale done by Linden, Stone, and Shertzer²¹ found three factors present: counseling climate, counselor comfort, and client satisfaction. This was also considered as an item pool of scales to be used in the instrument which was constructed for this research.

The scale of 25 bipolar items for evaluating the behavioral characteristic being examined is included as Appendix A of this paper. The behavioral characteristic (or goal) being evaluated appears in capital letters and the scale for evaluating it is given just below this.

The Scoring of the Interpersonal Perception Scale (IPS). Figure 1 is an example of an item matrix constructed to obtain scores on the Interpersonal Perception Scale (IPS). The directions used to calculate the item scores are given below the illustration. Basically this involves subtracting an individual's average rating (his "best" rating minus his "worst" divided by 2) and squaring the difference between that and other individual's rating of his behavior. Figure 2 illustrates the construction of the total matrix. To obtain the entries in the cells of this matrix the identical cells of the item matrices are added and the sum is entered in the corresponding cell of the total matrix. Adding these totals gives a row total, perceived score, and a column total, perceiving score. A discussion of these scores and the self-ideal score are presented in the following paragraphs.

Perceived score. Adding the row entries of the total matrix gives the perceived score. This represents how accurately an individual's behavior was perceived by the other group members. In the example used in Figure 2, cell c is Joe's perceived score and represents how accurately his behavior was perceived by Sally and Tom.

²⁰R. P. Anderson and G. V. Anderson, "Development of an Instrument for Measuring Rapport," The Personnel and Guidance Journal, (September, 1962), pp. 18-24.

²¹J. D. Linden, S. C. Stone, and Bruce Shertzer, "Development and Evaluation of an Inventory for Rating Counseling," The Personnel and Guidance Journal, XLIV (November, 1965), pp. 267-276.

Perceiving score. Adding the column entries of the total matrix gives you their perceiving score. This represents how accurately an individual perceived the behavior of the other group members. In the example used in Figure 2, cell j is Joe's perceiving score and represents how accurate he was in perceiving the behavior of Sally and Tom.

Self-ideal score. To calculate this score the difference between an individual's average rating and his rating as-he-would-like-to-be-ideally is calculated and squared. This score represents a discrepancy between the person I am and the person I would like to be.

The use of the Tennessee Self Concept Scale. To examine the individual's concept of himself it was decided to include an additional measure in the study. The Tennessee Self Concept Scale (TSCS) was chosen as it provides a multiple factor approach to studying the self concept and a norm group which could be used to make comparisons.

The norms for the scale were developed on a standardization group of 626 people. The authors point out that the norm group is overrepresented in the number of college students, white subjects, and persons in the 12 to 30 year age bracket. But, according to the authors, it is not necessary to extend the norm group for two reasons:

First, it has been apparent that samples from other populations do not differ appreciably from the norms, provided they are large enough samples (75 or more). Second, the effects of such demographic variables as sex, age, race, education, and intelligence on the scores of this Scale are quite negligible.²²

Test-retest reliability coefficients of all sub tests scores are reported in the manual. These range from a low of .60 to a high of .92.

The ability of the TSCS to discriminate between groups of differing characteristics is discussed in the manual.

²²William H. Fitts, Tennessee Self Concept Scale Manual, (Nashville: Department of Mental Health, 1965), p. 13.

Item number: 1

Person Perceiving Person Perceived	Joe	Sally	Tom
Joe		a	b
Sally	c		d
Tom			

To calculate the value for cell a, the way Sally sees Joe's behavior on item one, the difference between Joe's average rating of his behavior (his "best" rating plus his "worst" divided by 2) and Sally's rating of it is obtained and then squared.

To calculate the value for cell b, the difference between Joe's average rating of his behavior and Tom's rating of it is obtained and then squared.

The values in the second row (c and d) are calculated in a similar manner but this time the difference between Sally's average rating of her behavior and the ratings of the other group members is used. Thus, cell c represents the square of the difference between Sally's average rating of her behavior and the rating of it by Joe; and cell d represents the squared difference between Sally's rating of her behavior and the rating of it by Tom.

FIGURE 1
CONSTRUCTION OF ANITEM MATRIX

TOTAL MATRIX

Person Perceiving Person Perceived	Joe	Sally	Tom	. . .	Total
Joe		a	b	. . .	c
Sally	d		e	. . .	f
Tom	g	h		. . .	i
Total	j	k	l	. . .	

The scores from each identical cell of the item matrices are added to obtain the values to enter in the corresponding cell of the total matrix.

To obtain the row total for Joe, the perceived score, the entries in cell a and b are added and the result is entered in cell c.

To obtain the column total for Joe, the perceiving score, the entries in cell d and g are added and the result is entered in cell j.

FIGURE 2
CONSTRUCTION OF THE TOTAL MATRIX

These were mostly at the .001 level when studies using patient groups and non-patient groups were done. An abundance of data correlating the results of the TSCS with other measures are reported. Of interest to this study is the relationship found between the Minnesota Teacher Attitude Inventory and the TSCS. The author concluded that people with good self concepts tend to have more desirable attitudes for teaching.

The final group of validity studies examined the assumption that a positive experience should be expected to result in enhancement of the self concept. Studies comparing patients who received therapy with those who did not showed significant changes between pre and post-test data.

Summary. This section presented a review of the literature pertinent to the development of the Interpersonal Perception Scale (IPS) which was used to measure behavioral change in group participants and as a feedback technique for the experimental group. The scoring system used for the IPS was discussed and illustrated in Figures 1 and 2. The use of the Tennessee Self Concept Scale as a standardized instrument giving multilevel measure of personality growth was also discussed.

IV. THEORY OF BEHAVIORAL AND ATTITUDINAL CHANGE AS A RESULT OF GROUP PARTICIPATION

An examination of the learning process which is proposed to theoretically account for changes which take place as a result of the group experience is discussed and presented diagrammatically in this section.

A theoretical model of group learning. As an individual begins group training he has an attitude about himself. In this context the term attitude is used to refer to the deeper beliefs of an individual. These attitudes are part of the self-concept, strongly held, and somewhat resistant to change. Not only are these attitudes about the self but they are also attitudes about others as individuals and as groups.

In the group discussion the individual may or may not convey his attitudes to others through his behavior (both verbal and non-verbal). There are several reasons why an individual might not convey his feelings to the group. First, he may be unaware of his attitude toward something as he has never examined it. Second, he may be unaware that

his behavior is conveying one message while he really does not have the attitude which is associated with that behavior. And, finally, he may not wish to present his true attitude as he does not feel the group would respond as he would like them to respond. As an individual participates in a group it becomes very difficult for him to hide or fail to examine an attitude that he holds. And, since these attitudes are basic to the identity of the individual failure of the group to validate them or confirm them leads to an uneasiness and produces anxiety in the individual. This anxiety motivates the individual to some type of action. A brief examination of a theory used in research on opinion-change will help clarify this type of motivation.

Cognitive dissonance theories suggest that an individual will experience dissonance when he knows that another person holds an opinion of him which is not consistent with his opinion of himself. Zimbardo summarized this as follows:

Dissonance theory assumes a basic tendency toward consistency of cognitions about oneself and about the environment. When two or more cognitive elements are psychologically inconsistent, dissonance is created. Dissonance is defined as a psychological tension having drive characteristics. Thus, the existence of dissonance is accompanied by psychological discomfort and when dissonance arises, attempts are made to reduce it.²³

Dissonance motivates the individual to examine his attitudes and behavior producing an unfreezing of the personality. The unfreezing of the personality readies the individual to seek new information about himself. Looking to the group for this information he attempts to redefine his beliefs and examine his attitudes. The individual begins to view himself from the prospective of the group. His frame of reference shifts and he becomes more aware of the way the individual group member sees himself. This process involves an increased awareness on the part of the individual which leads to a change in behavior aimed at developing greater interpersonal competencies. If the group approves and reinforces the individual's new behavior and/or if this new

²³Zimbardo, P. G. "Involvement and Communication Discrepancy as Determinants of Opinion Conformity," Journal of Abnormal and Social Psychology, LX (January, 1960), p. 86.

behavior fits with the person's personality a change in attitude and behavior is produced. This process continues until the person finds attitudes, feelings, beliefs, and responses which fit his personality and/or which are reinforced by the group. A diagrammatical representation of this is given in Figure 3.

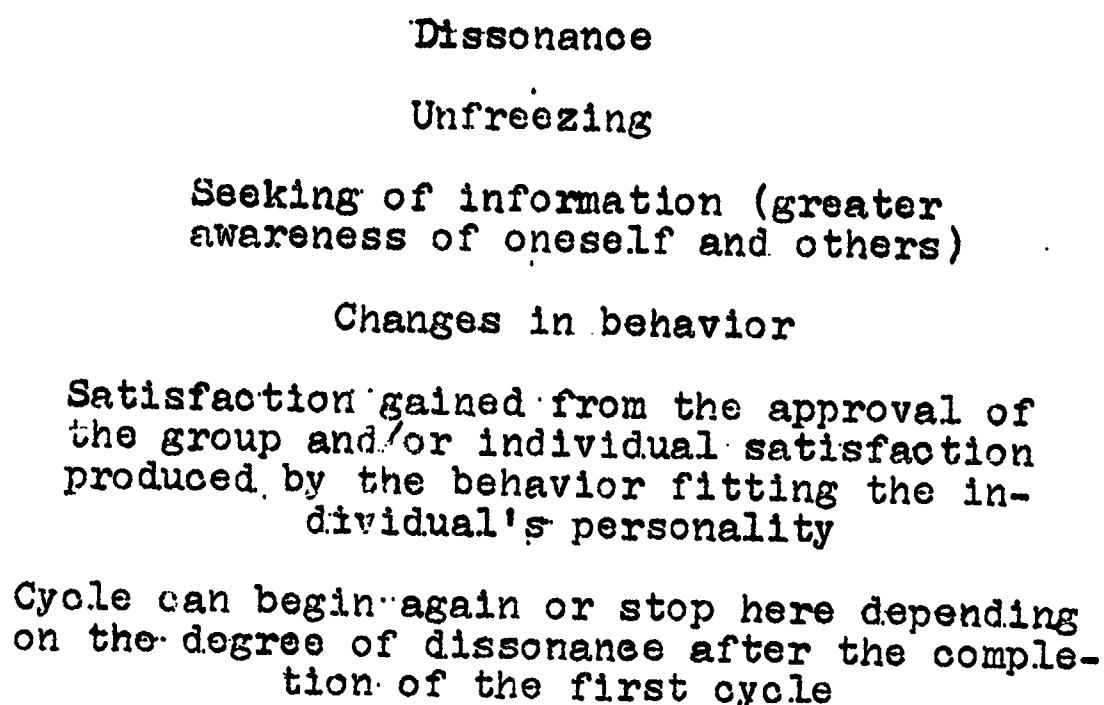


FIGURE 3

MODEL OF GROUP LEARNING PROCESS

The group learning cycle begins with dissonance produced when the group holds an opinion of the individual which is not consistent with the individual's opinion of himself. This produces an unfreezing of the personality and a looking for some new type of response more appropriate to the individual in this setting. The individual seeks new information about his behavior from the group and this produces greater awareness of himself, others, and the way others see him. The individual now tries new behavior with the group and seeks their evaluation of it. If the group approves and if the behavior is appropriate to the individual's personality, the new behavior will be used by the individual.

Summary. This section of the review of the literature presented a theoretical model which is proposed to explain

behavioral change in the group counseling experience. This model included an attitude change where the individual becomes more aware of himself and his attitudes and a behavioral change where the individual alters his behavior as he interacts within the group setting. The dissonance theory developed from research on opinion-change is assumed to be the motivating factor behind both the behavioral and attitudinal change.

CHAPTER III

METHODOLOGY

Chapter III describes the sample and lists the instruments used as a measure of the dependent variables. The treatment variable (or independent variable), is described and the procedures used are discussed. The hypotheses are then stated and the analysis of the data is discussed.

I. SAMPLE

Forty graduate students enrolled in the group processes class (Counseling and Guidance 270) were used for this study. These students were randomly assigned to groups of ten students each for the group discussion part of this required course in Counseling and Guidance. The experimental treatment of a formalized feedback experience was randomly assigned to two of these groups. Twenty subjects were included in the control group.

II. INSTRUMENTATION

The measuring instruments and the scoring of these instruments was discussed in Chapter II so it will not be repeated here. The following scores will be considered in the forming of the hypotheses of this study:

Perceived score on the Interpersonal Perception Scale

Perceiving score on the Interpersonal Perception Scale

Self-ideal score on the Interpersonal Perception Scale

The total and thirteen sub-test scores on the Tennessee Self Concept Scale.

III. TREATMENT

All subjects received a classroom lecture on group processes. This part of the training lasted approximately two hours after which they met for small group discussion for approximately one hour. The small group discussion involved ten students and a leader who was on the staff of the Guidance and Counseling Department at West Virginia University.

The basic approach used in all group meetings was for the leader to encourage the group participants to set goals for themselves and to evaluate their progress toward these goals. Participants were encouraged to be perfectly honest with each other and to discuss the behavior of all of the group members, including the leader, in an open and honest manner. Emphasis was placed on each individual's obtaining and sharing data on how their individual behavior was perceived by other members of the group. In addition, the individual group members were encouraged to examine how the group behaved in various situations as a method of studying the dynamics of group interaction by observing it in action.

In the experimental group, the ratings of an individual's behavior as observed by the group and recorded on the Interpersonal Perception Scale (IPS) were returned to that individual for his personal information. The form used for this purpose is included in the Appendix B of this paper. This form includes seven pieces of information: a statement of the goal being rated as given on the IPS, how the individual rated himself on this goal (first at his worst, then at his best, and finally as he would-like-to-be-ideally), and how the individual was rated on this goal by the other members of his group. The ratings done by others were reported by giving the individual the lowest and highest ratings that he received and an average of all the ratings received. The group participants had the option of discussing this rating with the group or keeping it to themselves. But, individuals were encouraged to use this information in a constructive manner and as an aid to modifying their behavior if they decided this was desirable. Individual growth and the development of better self-understanding by the group participant was the goal of the experimental technique.

IV. PROCEDURE

At the beginning and the end of the semester both groups received a pre-test using the Interpersonal Perception Scale (IPS) and the Tennessee Self Concept Scale (TSCS). The experimental group received the feedback information two weeks after the pre-testing. The control group received no information about their responses on the Interpersonal Perception Scale. A schedule of the testing, group meetings, and feedback is given below:

<u>Group meeting</u>	<u>Activity</u>
2	Pre-testing
3	Group discussion
4	Feedback for experimental group Group discussion for control group
5 through 11	Group discussion
12	Post-testing

V. HYPOTHESES

Two sets of hypotheses were developed and tested in this study. The first set examined the difference between the experimental and control group on the post-testing of the four dependent variables and the second set examined the difference between the pre-testing and the post-testing for the total group on the same variables. These hypotheses, which were stated as objectives in Chapter I, will be stated in the null hypotheses form in the next chapter when the statistical analysis of them is presented.

VI. SUMMARY

Chapter III, design and methodology, discussed the sample, instrumentation, treatment, and procedures used in the study. In the next chapter, Chapter IV, the hypotheses will be stated in the null form followed by the statistical analysis of the hypothesis.

CHAPTER IV

ANALYSES OF DATA

The first section of Chapter IV gives the analysis of the first four hypotheses which compare the experimental and control groups on the dependent variables. The second part includes the analysis of the last four hypotheses which examine the changes in the total group from pre-testing to post-testing. Additional data comparing the pre-test mean of the total group with the norm group is given in the third section. The final section examined the reliability of the Interpersonal Perception Scale (IPS) which was developed as a measuring instrument to be used in this study.

I. ANALYSIS OF THE EXPERIMENTAL VERSUS CONTROL GROUP HYPOTHESES

In the first part of the analysis of the data, the hypotheses comparing the experimental and control group are tested. The hypotheses are stated in the null form and the statistical analysis of these hypotheses is given and discussed.

Experimental versus control on the perceived score.
The first hypothesis, Experimental Group Mean (Perceived Score) Post testing = Control Group Mean (Perceived Score) Post testing, was tested using Student's t distribution. The two groups showed no significant difference on the pre-test but the difference was significant at the .01 level for a two tailed test on the post-test. The results of the analysis are listed in Table I.

TABLE I
COMPARISON OF THE PERCEIVED SCORE FOR THE
EXPERIMENTAL AND CONTROL GROUP

Group	N	\bar{X}	S ²	$S_{x1} - \bar{x}_2$	t
Control-pre	20	10.8 ^c	8.8	.87	0.14
Experimental-pre	20	10.9 ^c	5.6		
Control-post	20	11.9 ^c	6.9	.89	3.75 ^b
Experimental-post	20	8.6 ^c	9.0		

a Significant at .05 level - 2 tail

b Significant at .01 level - 2 tail

c Low scores are desirable

t = 2.02

t = 2.70

Experimental versus control on the perceiving score.
 The second hypothesis, Experimental Group Mean (Perceiving Score) Post testing = Control Group Mean (Perceiving Score) Post testing, was tested using Student's t distribution. The two groups were not significantly different on the pre-test but the difference was significant at the .01 level for a two tailed test on the post-test. The results of the analysis are given in Table II.

TABLE II
 COMPARISON OF THE PERCEIVING SCORE FOR THE
 EXPERIMENTAL AND CONTROL GROUP

Group	N	\bar{X}	S^2	$S\bar{X}_1 - \bar{X}_2$	t
Control-pre	20	10.8 ^c	55.4	2.03	.06
Experimental-pre	20	10.9 ^c	27.4		
Control-post	20	11.9 ^c	16.8	1.20	2.75 ^b
Experimental-post	20	8.6 ^c	11.9		

^a Significant at .05 level - two tailed test t = 2.02

^b Significant at .01 level - two tailed test t = 2.70

^c Low scores are desirable

Experimental versus control on the self-ideal score.
 The third hypothesis, Experimental Group Mean Self-Ideal Score) Post testing = Control Group Mean (Self-Ideal Score) Post testing, was tested using Student's t distribution. The two groups were not significantly different on the pre-test and they were not significantly different on the post-test. The results of this analysis are given in Table III.

TABLE III
 COMPARISON OF THE SELF-IDEAL SCORE FOR THE
 EXPERIMENTAL AND CONTROL GROUPS

Group	N	\bar{X}	S^2	$S\bar{X}_1 - \bar{X}_2$	t
Control-pre	20	62.3 ^a	536.2	8.9	.19
Experimental-pre	20	60.5 ^a	1053.6		
Control-post	20	48.8 ^a	315.5	6.7	.51
Experimental-post	20	52.1 ^a	586.5		

^a Low scores are desirable

List and description of the sub-test variables of the Tennessee Self Concept Scale. To simplify the presentation of the analysis of the fourth hypothesis, the variables of the Tennessee Self Concept Scale are referred to by abbreviations rather than by name. The list of abbreviations used for the variable, the name of the variable, and a short description of the variable are given in Figure 4. The variable description is an abbreviated modification of those given by Fitts in the Tennessee Self Concept Manual.

<u>Variable Abbreviated</u>	<u>Variable Name</u>	<u>Variable Description</u>
PhS	Physical Self	An individual's view of his body (state of health, physical appearance, and skills).
MES	Moral-Ethical Self	An individual's view of himself from a moral-ethical frame of reference (moral worth and satisfaction with one's religion or lack of it).
PeS	Personal Self	An individual's sense of personal worth.
FaS	Family Self	An individual's feelings of adequacy, worth, and value as a family member.
SoS	Social Self	An individual's sense of adequacy and worth in his social interaction with other people in general.
I	Identity	What an individual is as he sees himself. "What I am" items.
Sat	Self Satisfaction	How the individual feels about the self he perceives.
Beh	Behavior	The individual's perception of his own behavior or the way he functions. "This is what I do" type of item.

<u>Variable Abbreviated</u>	<u>Variable Name</u>	<u>Variable Description</u>
SC	Self Criticism	These are 10 mildly derogatory statements that most people admit as being true of them. High scores generally indicate normal openness while low scores indicate a defensiveness or a deliberate effort to present a favorable picture of oneself.
NCS	Net Conflict Score	Measures the extent to which an individual's responses to positive items differ from (or conflict with) his response to positive items in the same area of self perception. Positive scores indicate an over-affirming of the positive while negative scores indicate an over-denying of negative attributes (Eliminating the negative).
TCS	Total Conflict Score	This score sums the NCS cell scores disregarding the signs. High scores indicate confusion, contradiction, and general conflict in self perception. Low scores have the opposite interpretation.
V	Variability Score	This score represents the total amount of variability, or inconsistency, for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration.
D	Distribution Score	High scores indicate that the individual is definite and certain about the way he sees himself while low scores mean just the opposite.

<u>Variable Abbreviated</u>	<u>Variable Name</u>	<u>Variable Description</u>
TTS	Total Tennessee Score	This score is the total of the first five scores (Phs, MES, PeS, FaS and SoS) or the total of the next three scores (I, Sat, and Beh). It reflects the overall level of self esteem. High scores indicate a person who feels that he has value and worth and is confident in himself. Low scores indicate the opposite trait.

FIGURE 4
LIST OF VARIABLES FOR THE TENNESSEE SELF CONCEPT SCALE

TABLE IV
TENNESSEE SELF CONCEPT SCORES COMPARING
EXPERIMENTAL AND CONTROL GROUPS

Variable	Testing	Control Group		Experimental Group		t
		\bar{x}	s^2	\bar{x}	s^2	
PhS	Pre	70.65	65.29	71.15	114.45	0.17
	Post	72.40	42.36	73.50	73.95	0.46
MES	Pre	71.55	31.52	75.45	41.84	2.04 ^a
	Post	70.35	31.50	75.60	47.41	2.64 ^a
PeS	Pre	68.15	53.92	67.60	51.62	-0.24
	Post	69.50	40.58	69.40	42.99	-0.04
FaS	Pre	72.75	35.36	75.00	27.47	1.27
	Post	73.20	24.17	75.25	43.36	1.12
SoS	Pre	72.35	35.82	71.10	28.94	-0.69
	Post	71.60	32.04	71.65	34.03	0.03
I	Pre	126.70	89.17	129.20	67.12	0.89
	Post	127.30	89.80	130.05	57.84	1.01
Sat	Pre	113.75	95.46	113.00	184.42	-0.20
	Post	114.25	104.09	115.55	152.68	0.36
Beh	Pre	115.35	116.24	118.60	64.88	1.08
	Post	116.00	77.58	119.80	87.96	1.32
SC	Pre	36.90	27.88	35.25	25.67	-1.01
	Post	35.20	52.59	34.65	23.82	-0.28
NCS ^c	Pre	-6.20	120.69	-4.35	54.45	0.63
	Post	-4.40	141.42	-1.65	118.03	0.78
TCS ^b	Pre	26.40	23.72	28.45	90.58	0.86
	Post	25.15	67.61	28.25	73.46	1.17
V ^b	Pre	37.90	100.93	40.05	223.94	0.53
	Post	36.35	91.71	38.10	133.25	0.52
D	Pre	116.10	591.59	119.05	225.94	0.46
	Post	118.60	593.31	119.65	417.61	0.15
TTS	Pre	355.80	718.06	360.80	698.80	0.59
	Post	357.55	475.63	365.40	677.73	1.03

^a Significant at the .05 level for a two-tailed t test

^b Low scores desirable

^c Scores closer to zero are desirable

Experimental and Control Groups Compared on the Variables of the Tennessee Self Concept Scale. The fourth hypothesis, Experimental Group Mean (Tennessee Self Concept Scale Scores) Post testing = Control Group Mean (Tennessee Self Concept Scale Scores) Post testing, was tested using Student's t distribution. In Table IV, the results of this test are presented. The mean and variance for the control and experimental groups for the pre-testing and the post-testing are listed in the first four columns and the Student's t-ratio for independent data is listed in the last column. Two of these ratios are significant; Moral-Ethical Self on the Pre-test and Moral-Ethical Self on the Post-test. It could be assumed that the difference between the experimental and control group on the post-test on the variable Moral-Ethical Self may have been due to the significance between these variables on the pre-test. To test the null hypothesis that there is no difference between the experimental and control group on Moral-Ethical Self, difference scores (post-test score minus pre-test score) were computed and a Student's t test was done with these scores. In Table V the results of the analysis of these scores are listed. The null hypothesis is accepted as a t value of 2.02 or higher is necessary before it can be rejected. It can be concluded that, there is no statistical difference between the experimental and control group on the means of the variable Moral-Ethical Self.

TABLE V
DIFFERENCE SCORES FOR MORAL-ETHICAL SELF

Group	N	\bar{X}	s^2	t
Experimental	20	0.15	29.7	-0.70
Control	20	-1.20	44.0	

Summary. The hypotheses comparing the experimental and control group on the post-test of the dependent variables were analyzed in this section. Using a Student's t-ratio for independent data it was shown that there was no difference between these groups on the pre-testing. On post-testing, however, the experimental group was significantly different from the control group in their ability to present behavior which could be perceived by the other group members more accurately (perceived score) and in their ability to perceive the behavior of other group members more accurately.

(perceiving score). The analysis found no meaningfully significant difference in the self-ideal and the thirteen sub-test and total score on the Tennessee Self Concept Scale.

II. ANALYSIS OF THE TOTAL GROUP FROM PRE-TEST TO POST-TEST

In this part of the analysis of the data the last four hypotheses are analyzed to determine if a difference from pre-testing to post-testing exists. The hypotheses are stated in null form and the statistical analysis is then presented and discussed.

Pre-test to post-test analysis for hypothesis five, six, and seven. The hypotheses tested in this section are stated as follows: (5) Total Group Mean (Perceived Score) Pre-testing = Total Group Mean (Perceived Score) Post-testing, (6) as above but Perceiving Score, (7) as above but Self-Ideal score. In Table VI, the mean, variance, correlation, and t-ratio for the Perceived Score, Perceiving Score, and Self-Ideal Score are listed. One hypothesis was found to be statistically significant; the Self-Ideal Score on the pre-test was significantly different from the score on the post-test at the .05 level using a t-ratio for a two-tailed test.

The total group compared on the variables of the Tennessee Self Concept Scale. The analysis of the last hypothesis, Total Group Mean (Tennessee Self Concept Scale Scores) Pre-testing = Total Group Mean (Tennessee Self Concept Scale Scores) Post-testing, is given in this section. The variables of the Tennessee Self Concept Scale (by symbol), the mean, variance, correlation between the pre-test and post-test, and t-ratio are listed in Table VII. One mean was significantly different from the pre-testing to the post-testing at the .05 level using a two-tailed Student's t test. Since Physical Self (PhS) was the only variable showing a statistically significant difference it indicates that the group experience altered the participant's view of his body, state of health, and physical appearance in a positive direction. All the non-significant changes were in the expected direction with the exception of Moral-Ethical Self (MES) where the mean changed 0.5 in the opposite direction, Social Self (SoS) where the mean changed 0.1 in the opposite direction, and Self Criticism (SC) where the mean changed 1.2 in the opposite direction. These changes were not statistically significant and the first two are so slight that they do not warrant additional consideration. However, the change in Self Criticism (SC)

TABLE VI
PERCEIVED, PERCEIVING, AND SELF-IDEAL SCORE FOR
TOTAL GROUP FROM PRE-TESTING TO POST-TESTING

Test		N	\bar{X}	S ²	r	t
Perceived ^b	Pre	40	10.9	7.0	-.07	0.86
	Post	40	10.3	10.6		
Perceiving ^b	Pre	40	10.9	40.3	.47	0.66
	Post	40	10.3	16.9		
Self-Ideal ^b	Pre	40	61.8	771.8	.23	2.27 ^a
	Post	40	50.8	441.4		

^a Significant at the .05 level for a two-tailed t test
^b Low scores are desirable

should be examined as it was a larger change in the opposite direction and the change lowered the mean of the post-test below the mean of the norm group on this variable. Since lower scores on Self Criticism (SC) indicate a defensiveness or a deliberate effect to present a favorable picture of oneself there is an indication (although not statistically significant that this tendency may be present on the post-testing of the total group.

Summary. In the second section of Chapter IV the results of the analysis of the last four hypotheses were presented. When comparing the pre-test data and the post-test data for the entire group of forty people statistically significant differences were found in the self-ideal score and one of the sub-tests from the Tennessee Self Concept Scale, physical self.

TABLE VII
TOTAL GROUP COMPARED ON THE VARIABLES OF
TENNESSEE SELF CONCEPT SCALE

Test		\bar{X}	S^2	r	t
PhS	Pre	70.9	87.6	0.80	2.31 ^a
	Post	73.0	57.0		
MES	Pre	73.5	39.6	0.57	-0.55
	Post	73.0	45.5		
PeS	Pre	67.9	51.5	0.69	1.84
	Post	69.5	40.7		
FaS	Pre	73.9	31.9	0.62	0.44
	Post	74.2	34.0		
SoS	Pre	71.7	31.9	0.55	-0.12
	Post	71.6	32.2		
I	Pre	127.9	77.7	0.57	0.57
	Post	128.7	73.9		
Sat	Pre	113.4	136.5	0.69	1.08
	Post	114.9	125.5		
Beh	Pre	117.0	90.9	0.59	0.69
	Post	117.9	84.3		
SC	Pre	36.1	26.8	0.75	-1.79
	Post	34.9	37.3		
NCSC ^c	Pre	-5.3	36.2	0.42	1.26
	Post	-3.0	128.4		
TCS ^b	Pre	27.4	56.8	0.53	-0.59
	Post	26.7	71.2		
vb	Pre	39.0	159.5	0.74	-1.30
	Post	37.2	110.4		
D	Pre	117.6	400.1	0.56	0.49
	Post	119.1	492.8		
TTS	Pre	358.3	696.7	0.70	1.02
	Post	361.5	577.7		

- ^a Significant at the .05 level for a two-tailed t test
^b Low scores are desirable
^c Scores closer to zero are desirable

III. ADDITIONAL DATA COMPARING PRE-TEST MEANS FOR THE TOTAL GROUP WITH THE MEANS OF THE NORM GROUP

In the third part of the analysis of the data a comparison was made between the means of the total group on the pre-test and the means of the norm group. This was done to help interpret the standing of the group when they began the group training.

Means of total group compared with means of norm group. The Tennessee Self Concept Scale variable (by symbol), the mean and standard deviation of the total group on the pre-test, and the mean and standard deviation of the norm group are listed in Table VIII. The means which differ significantly from the norm group using a Student's t-ratio for independent data are indicated by the small letter a. An examination of these means shows that they were in the direction expected of individuals who are psychologically healthier suggesting that the subjects used in this study did not represent the norm group as they appear to approach the healthy extreme of the psychological continuum on the pre-testing of the Tennessee Self Concept Scale.

Notice, however, that several of the sub-test score means are below the norm-group means. Physical Self (PhS) is one of these but on the post-test this mean was higher than that of the norm group. The same type of movement was found in the Net Conflict Score (NCS) where the mean went from -5.3 on the pre-test to -3.0 on the post-test. Scores closer to zero are desirable on this sub-test.

This was not true for Distribution Score (D), however, as the mean on the pre-test was 117.6 and the mean on the post-test was 119.1 but the norm group's mean on this variable was 120.4. Although these differences are not statistically significant there is an indication that, since high scores on this variable indicate that the individual is definite and certain about the way he sees himself, the group experience made the participants more definite about the way they saw themselves but it did not make them as definite as was the norm group.

TABLE VIII

MEANS OF TOTAL GROUP ON THE PRE-TEST COMPARED
WITH THE MEANS OF THE NORM GROUP

Variable	Pre-Test		Norm Group	
	X	S.D.	X	S.D.
PhS	70.9	9.4	71.8	7.7
MES	73.5 ^a	6.3	70.3	8.7
PeS	67.9 ^a	7.2	64.6	7.4
FaS	73.9 ^a	5.6	70.8	8.4
SoS	71.7 ^a	5.7	68.1	7.9
I	127.9	8.8	127.1	10.0
Sat	113.4 ^a	11.7	103.7	13.8
Beh	117.0	9.5	115.0	11.2
SC	36.1	5.2	35.5	6.7
NCS ^c	-5.3	9.3	-4.9	13.0
TCS ^b	27.4 ^a	7.5	30.1	8.2
v ^b	39.0	12.6	48.5	12.4
D	117.6	20.0	120.4	24.2
TTS	358.3 ^a	26.4	345.6	30.7

^a Significant at the .05 level or higher for a two-tailed t test

^b Low scores are desirable

^c Scores closer to zero are desirable

IV. RELIABILITY OF THE INTERPERSONAL PERCEPTION SCALE

Since the Interpersonal Perception Scale was developed as an important part of the research done in this study, a measure of reliability was considered an important part of the analysis of the results. Measurement error becomes an important issue in discussing the development and use of a new measuring technique. As suggested by Nunnally¹, coefficient alpha was used as a measure to determine the reliability based on internal consistence. The formula for coefficient alpha is given below:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum x_i^2}{\sum y^2} \right)$$

Where k is the number of items in the test (or 25 in this case), $\sum x_i^2$ is the sum of all the item variances, and $\sum y^2$ is the variance of the total test.

In Table IX, the variance of the individual items of the Interpersonal Perception Scale (IPS) are listed. The sum of the item variances and the total test variance is given at the bottom of the table. The reliability coefficient as given in the last row of each column are: perceived 0.86, perceiving 0.89, and self-ideal 0.84.

¹John Nunnally, Psychometric Theory, (New York: McGraw Hill Book Company, 1967), p. 196.

TABLE IX
ITEM VARIANCES AND COEFFICIENT ALPHA

Item	Perceived	Perceiving	Self-Ideal
1	24.81	13.56	2.26
2	35.02	15.34	1.40
3	22.25	23.05	2.46
4	69.28	33.45	3.01
5	84.46	40.92	3.42
6	70.16	48.21	5.10
7	43.51	42.46	3.17
8	106.66	26.09	4.50
9	55.46	52.94	2.64
10	75.51	33.13	3.41
11	103.52	143.26	5.57
12	77.78	32.89	4.14
13	26.74	13.95	3.70
14	124.39	3.54	4.44
15	129.77	37.82	4.25
16	216.25	48.64	5.10
17	112.90	15.23	2.58
18	54.05	20.84	4.18
19	80.36	40.17	2.72
20	22.33	9.92	1.46
21	85.22	31.36	2.98
22	88.01	31.23	4.90
23	52.20	15.88	2.41
24	33.23	17.64	2.32
25	35.28	46.67	3.99
Sum of item variances	1,829.17	838.17	86.11
Test Vari- ance	10,483.36	5,788.72	441.36
Coefficient alpha	0.86	0.89	0.84

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The main purpose of this study was to examine and test the effectiveness of a formalized feedback technique designed to facilitate change in counselor trainees in areas which are considered important to their professional development. Since the main purpose of group counseling (as used to train counselors) is the providing of a self-examination and self-assessment experience, it was decided that this would be the most appropriate place to develop and test a formalized feedback technique which focused on the personal development of the counselor. After specifying from the professional literature the dimensions of behavior which should be examined in the group experience, a formalized feedback technique was designed so it would provide the individual with information about his behavior in these areas as it was perceived and appraised by other group members. The experimental group received summary data on dimensions of others' perception of their behavior while the control group received no information about the appraisal that other group members had made of their behavior during the pre-testing session.

It was postulated that the receiving of additional information would facilitate the attitude change which was assumed to be necessary before a perceivable behavioral change would take place. Two measures of attitude change and self-understanding were included in the study: the self-ideal score from the Interpersonal Perception Scale (IPS) and the scores of the Tennessee Self Concept Scale. The study also included two behavioral measures: the Perceived Score and the Perceiving Score both from the Interpersonal Perception Scale (IPS).

Behavior as defined in the study did change on both the perceived score and the perceiving score. The experimental group was significantly higher on both of these measures at the .01 level. As discussed in Chapter III, the validity of observational methods is completely at the mercy of the observer and for that reason both validity and reliability tend to be low. The method (used in this study) of combining the observations of the group members (nine people) with the individual's rating seems to be effective in controlling for low reliability as the reliability for the perceived score was 0.86 and the reliability for the perceiving score was 0.89. One could

conclude that nine people do a better observation than does a single individual. The statistical significance found in this data also leads one to the conclusion that the treatment technique, direct formalized feedback, increased the individual's awareness of the behavior of an individual group participant. This supports the first two hypotheses and the theoretical model of group learning developed in Chapter II.

The measure of attitude change showed no significant difference between the experimental and control group on either the pre-testing or the post-testing. The validity of these measuring instruments is probably the most important factor to consider in discussing this finding. As was discussed in Chapter II, both of these measures rely on the accuracy of the self report for their validity. Every effort was made to assure the participants in the study that their responses would be used only for research purposes and would not be available to their instructor or group leader for any purpose (including course grading) but there are some indications that some of the students in the class were very skeptical about how these results would be used. In Chapter II, the social desirability factor in self inventory measurement was discussed as the tendency of the individual to say good rather than bad things about himself. On both the pre-testing and post-testing, every effort was made to encourage the group to be as frank as possible but this may not have controlled this factor adequately. The experimental and control group did not differ significantly on any of the variables of the Tennessee Self Concept Scale except for Moral-Ethical Self and on this variable there was a significant difference on both the pre-test and post-test. When the pre to post difference scores for this variable were tested it was found that the groups did not differ and that the difference found in the post-test probably was due to the difference in the pre-test.

When the experimental versus control group division was disregarded and the development of the total group from pre-testing to post-testing was considered, there are several findings which should be noted. First, the two measures of behavioral change (perceived score and perceiving score) did not show a statistically significant difference from pre-testing to post-testing in the total group indicating that a behavioral change did not take place. A pre-test to post-test gain in one measure of attitude change, the self-ideal score, was found. A reexamination of Table III helps make this clearer. Notice that the control group mean decreased 13.5 points (remember that smaller scores are desirable) and the experimental group mean decreased 8.4 points. While the differences between the experimental and control group means

was not significant. The total group reported that their self and their-self-as-they-would-like-to-be were more congruent at the end of group training than it was at the beginning. However, when the factors of validity and social desirability are taken into consideration this change is not so impressive. The important factors to be considered in using this measurement of attitude change are (1) the Interpersonal Perception Scale was constructed so that the measurement goal would be completely transparent to the individual completing the rating scales, and (2) the only person whose rating is taken into consideration on this score is the individual who is rating himself. This places the validity of the self-ideal score completely in the hands of the individual who is rating himself. The significant difference from pre-testing to post-testing could be more a result of this reporting problem than an actual attitude change.

A pre-test to post-test change was found on the sub-test variable, Physical Self, and this is the one variable of the Tennessee Self Concept Scale which was significantly different. This would indicate that the group experience altered the participant's view of his body, state of health, and physical appearance in a positive direction. A combination of two factors seem to account for this change. First, the pre-test mean on this variable is not as great as the mean of this variable in the norm group and there is, therefore, more room for a change on this variable. The second factor accounting for this change is that the physical self is the first area examined in group counseling of this type; the physical appearance of the group participant is the safest area to begin the discussion in the group and this theme is repeated often during the development of the group. Several other Tennessee Self Concept variables should be noted in examining the total group from pre-testing to post-testing. The Self Criticism score moved in a direction opposite to the one expected and this change lowered the mean of the post-test below the mean of the norm group on this variable. These ten items are mildly derogatory statements which most individuals admit to being true about themselves. Since low scores on Self Criticism indicate a defensiveness or a deliberate effort to present a favorable picture of one's self there is an indication (although not statistically significant) that this tendency was more noticeable on the post-testing of the total group. This would support the argument that the self-ideal as a measure of attitude change was not valid. There appears to be a deliberate (and understandable) attempt to present a favorable picture of one's self at the conclusion of group counseling.

Considering the pre-test for the entire group on the sub-tests scores of the Tennessee Self Concept Scale and comparing these with the norm group means, it was found that pre-test scores for the group used in this study differed significantly from the norm group on eight variables. All of these differences were in the direction of the psychologically healthy individual which suggests that the group used in this study did not represent the norm group as they are approaching the healthy extreme of the psychological continuum. Since this group did not represent the norm group they had less area in which they can make a change. Therefore, if there is less range for a person who is psychologically integrated to alter their behavior then less change would be expected in this group on the post-test of the fourteen variables of the Tennessee Self Concept Scale. On the pre-test the Net Conflict Score (NCS) was lower than that of the norm group but this was not true on the post-testing of the total group. However, the pre-test and post-test means of the Distribution Score are both lower than that of the norm group but there is a slight increase in this score from pre-testing to post-testing. This score is a summary of the way an individual distributes his answers across the five available choices when he responds to the items on the scale. When people are being defensive and guarded they avoid committing themselves by marking the "3" which does not add to their score on this sub-test. This seems to be another indication that the group used in this study is more defensive than was the norm group and supports the hypotheses that the lack of change in attitude may be due to the poor validity of the self-report instruments.

II. CONCLUSIONS

Based on the data presented in Chapter IV and analyzed in the first section of this chapter, the following conclusions are made:

(1) A change in behavior was found in the experimental group but not in the control group. This would indicate that the treatment technique, direct formalized feedback, does focus the group's attention on the behavioral dimensions specified on the Feedback Form and the Interpersonal Perception Scale. Since no behavioral change took place from the pre-testing to the post-testing of the entire group, the use of the Feedback Form appears to be a very effective method of producing behavioral change.

(2) No meaningful change in attitude and self-understanding were recorded on either of the measurements used in this study when the experimental and control group were compared. The authors take the position that this is a validity problem and does not necessarily indicate that there was no attitude change. When the total group receiving group training was considered a change in the self-ideal score was found but, after considering the validity problems encountered in using this instrument, there is no reason to assume that this reflects a true attitude change. The second instrument used to measure attitude, the Tennessee Self Concept Scale, showed a significant change in the total group attitude (from pre-testing to post-testing) on one variable, physical self. Two factors explain this change; first, on the pre-test the total group was below the norm group on this variable so there was more room for change on the post-test and, second, the physical self is most open to examination and discussion in group interaction of this type. The most appropriate conclusion which can be made about attitude change in the group is that the measuring instruments used in this study did not show a valid change in attitude.

(3) After considering two other sub-test scores on the Tennessee Self Concept Scale (Self-Criticism and Distribution), it was concluded that the total group was somewhat defensive and deliberately tried to present a favorable picture of themselves on post-testing. Although this conclusion is not based on statistically significant findings it is worth noting as it relates to the validity problem of the self-report instruments used to assess changes in attitude and self-understanding.

(4) Comparing the pre-test means of the total group with the means of the norm group on all of the sub-tests of the Tennessee Self Concept Scale; it was concluded that the group used in this study did not represent the norm group as they tended to approach the healthy extreme of the psychological continuum.

III. RECOMMENDATIONS

Based on the analysis of the results of this study, the following recommendations are made:

(1) Since the feedback technique appears to produce behavioral changes along the same dimensions in which the feedback was given, these areas should be reviewed to determine if they are consistent with the objectives for which the group counseling was organized. Those that are evaluated as having met this criteria should be used to give feedback to future groups.

(2) The length of the Interpersonal Perception Scale was a serious problem in terms of time required to administer and score it. An effort should be made to shorten this form and if the reliability is not seriously effected the shorter form would be preferable to the one used in this study. A form of about ten items would seem to be an appropriate length.

(3) The Self-Ideal Score as a measure of self-understanding and attitude change does not appear to merit further examination. However, there might be some advantage to administering this as there is some indication that it could begin the self-examination process especially in the group which received the feedback of this information.

(4) The Tennessee Self Concept Scale as a measure of attitude change did not appear to work in this group owing to the group having a better self concept on pre-testing than did the norm group. If this condition continues to exist in the counselor education program at West Virginia University, an assessment of attitude change more appropriate to this type of group should be used or developed.

(5) The question of whether or not the successful group participant (as measured by the Interpersonal Perception Scale) makes the successful counselor should be examined.

APPENDIX A

INTERPERSONAL PERCEPTION SCALE (IPS)

INTERPERSONAL PERCEPTION SCALE
IPS
DIRECTIONS

This form is designed to help you examine the attitude and behavior of yourself and others in a group setting. It is not a test and there are no right or wrong answers. The yellow IBM card will be used to record your answers.

1. In the provided corresponding card spaces write your "code number" and name. In the space for card number, number your yellow cards serially and arrange them in order. Use a pen, not the IBM pencil to write your number, name, and card number.
 2. Take the "Interpersonal Perception Scale" (IPS) and react to each item as you are at your best. Record your answers in the spaces 101 through 125 of the first card. Mark A, B, C, D, or E; A=1, the lower extreme; E=5, the higher extreme.
 3. React to each item of the IPS as you are at your worst. Record your answers in spaces 126 through 150, question 1 in space 126, question 2 in space 127, and so on.
 4. React to each item of the IPS as you would like to be ideally. Record your answers on the second card using spaces 101 through 125.
 5. Rate your group leader on each item of the IPS. Record your answers in spaces 126 through 150 on the second card.
 6. Rate the first member of your group as listed on the code number roster. Record your answers in spaces 101 through 125 of card three. Write the code number of this person just above the column in which you rated him, using the student's signature line.
 7. Respond to each item so that it describes the second member of your group listed on the code number roster. Record your answers in the second column of card three using spaces 126 through 150. Write the code number of this person just above the column in which you rated him using the student's signature line.
- Continue until you have described everyone in your group. Check your cards to see that your code number, name, and card number are written on ALL cards and that ALL of the blanks have been completed including the placing of code numbers above the appropriate column.

CARD NUMBERITEM NUMBERDESCRIPTION

1	1-25	Yourself at your best
1	26-50	Yourself at your worst
2	1-25	Your ideal self
2	26-50	Group leader 00
3	1-25	Group member 01
3	26-50	Group member 02
4	1-25	Group member 03
4	26-50	04
5	1-25	05
5	26-50	06
6	1-25	07
6	26-50	08
7	1-25	09
7	26-50	10
8	1-25	11
8	26-50	12

INTERPERSONAL PERCEPTION SCALE
IPS

Sample of scale for describing behavior

	(a) 1	(b) 2	(c) 3	(d) 4	(e) 5
	much less than most	less than most	about the same as most	more than most	much more than most
	Left hand column number	Right hand column number			
1.	101.	(126)			
		CLARITY IN EXPRESSING THOUGHTS			
		quite vague	1 2 3 4 5	exceptionally clear	
2.	102.	(127)			
		ABILITY TO LISTEN IN AN UNDERSTANDING WAY			
		very low	1 2 3 4 5	very high	
3.	103.	(128)			
		ABILITY TO PRESENT IDEAS FORCEFULLY AND PERSUASIVELY			
		very low	1 2 3 4 5	very high	
4.	104.	(129)			
		TENDENCY TO TRUST OTHERS			
		quite suspicious	1 2 3 4 5	extremely trusting	
5.	105.	(130)			
		WILLINGNESS TO EXPRESS FEELING (OR EMOTION)			
		conceal many things	1 2 3 4 5	reveal many things	
6.	106.	(131)			
		TENDENCY TO "TAKE CHARGE" OR DOMINATE THE GROUP			
		doesn't try	1 2 3 4 5	tries very hard	
7.	107.	(132)			
		TYPICAL BEHAVIOR TOWARD OTHERS			
		withdrawn	1 2 3 4 5	outgoing	

8. 108. (133) REACTIONS TO COMMENTS ON THE EVALUATION OF OWN BEHAVIOR
ignores them 1 2 3 4 5 takes them seriously
9. 109. (134) UNDERSTANDING OF THE FEELINGS OF OTHERS (EMPATHY)
very little understanding 1 2 3 4 5 understands them well
10. 110. (135) UNDERSTANDING OF WHY A PERSON DOES WHAT HE DOES (INSIGHT)
very little understanding 1 2 3 4 5 understands well
11. 111. (136) TOLERANCE FOR CONFLICT AND ANTAGONISM IN THE GROUP
low 1 2 3 4 5 high
12. 112. (137) EXPRESSIONS OF AFFECTION AND WARMTH
feels uncomfortable 1 2 3 4 5 feel comfortable
13. 113. (138) SENSITIVITY TO THE FEELINGS OF OTHERS
cold-insensitive 1 2 3 4 5 warm-sensitive
14. 114. (139) DIRECTS CONVERSATION
to one member 1 2 3 4 5 to the entire group
15. 115. (140) ABILITY TO HELP OTHERS EXPRESS THEIR FEELINGS AND "BE THEMSELVES"
never helps others 1 2 3 4 5 always helps others
16. 116. (141) TENDENCY TO DOMINATE THE ATTENTION OF OTHERS
very possessive 1 2 3 4 5 very nonpossessive
17. 117. (142) HONEST PRESENTATION OF TRUE FEELINGS
a pretender 1 2 3 4 5 a genuine person
18. 118. (143) FREEDOM IN EXPRESSING IDEAS
is very guarded 1 2 3 4 5 is freely himself
19. 119. (144) REACTION TO THE GROUP'S EVALUATION OF HIS BEHAVIOR
withdraws-reacts negatively 1 2 3 4 5 gets positively involved

20. 120. (145) RESPECT FOR THE RIGHTS OF OTHERS
disregards others 1 2 3 4 5 respects others
21. 121. (146) COMMITMENT TO THE DEVELOPMENT OF OTHERS
individual interests first 1 2 3 4 5 others' interest
come first
22. 122. (147) ABILITY TO ADJUST TO NEW SITUATIONS
very rigid 1 2 3 4 5 very flexible
23. 123. (148) INTERPRETATION OF THE ATTITUDES AND INTENTIONS OF OTHERS
is usually incorrect 1 2 3 4 5 is usually correct
24. 124. (149) OTHERS SEE HIM AS HE SEES HIMSELF
never 1 2 3 4 5 always
25. 125. (150) PARTICIPATION IN GROUP DISCUSSION
never participates 1 2 3 4 5 dominates group discussion

APPENDIX B

FEEDBACK FORM

NAME

CODE NUMBER

Scale Item	Others			Self		
	Low	High	Aver.	Worst	Best	Ideal
1. Clarity in expressing thoughts						
2. Ability to listen in an understanding way						
3. Ability to present ideas forcefully and persuasively						
4. Tendency to trust others						
5. Willingness to express feeling (or emotion)						
6. Tendency to "take charge" or dominate the group						
7. Typical behavior toward others						
8. Reaction to comments on the evaluation of own behavior						
9. Understanding of the feelings of others (empathy)						
10. Understanding of why a person does what he does (insight)						
11. Tolerance for conflict and antagonism in the group						
12. Expressions of affection and warmth						
13. Sensitivity to the feelings of others						
14. Directs conversation						

Scale Item	Others			Self		
	Low	High	Aver.	Worst	Best	Ideal
15. Ability to help express their feelings and "be themselves"						
16. Tendency to dominate the attention of others						
17. Honest presentation of true feelings						
18. Freedom in expressing ideas						
19. Reaction to the group's evaluation of his behavior						
20. Respect for the rights of others						
21. Commitment to the development of others						
22. Ability to adjust to new situations						
23. Interpretation of the attitudes and intentions of others						
24. Others see him as he sees himself						
25. Participation in group discussion						

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